

# Research on the Pathology of School Physical Education under the Integration of Physical Education and Sports: A Case Study of Basic Education

Qiwei Wu, Mengsha Chen\*, Longlong Chen

*Ningde Normal University College of Physical Education, Ningde, Fujian, China*

*\*Corresponding Author.*

**Abstract:** Against the backdrop of the comprehensive promotion of the integration of physical education and sports, this paper, by using research methods such as literature review and logical analysis, takes the current educational status of school physical education as the research object. After conducting research, it is found that under the background of "health first", students' physical fitness problems remain severe; under the background of subject integration, the problem of subject differentiation still exists; under the background of urban-rural integration, the gap in school physical education resources between urban and rural areas remains huge; under the background of informatization, the problem of students' declining interest in sports continues. The reasons are analyzed as follows: educational waste leads to widespread health problems among teenagers; educational bias blocks the integration of school physical education subjects; the pathology of education hinders the balanced distribution of school physical education teaching resources; educational lag results in low interest in physical education classes. It is concluded that the integration of physical education and sports can "alleviate" students' physical health problems; it is a "good prescription" for achieving multi-subject integration; it can regulate the "dosage" of school physical education teaching resources; and it can "induce" students' interest in physical education classes. Therefore, through in-depth research on the pathological issues of school physical education, exploring how to solve these problems through the integration of physical education and sports is of great significance for promoting the healthy development of school physical education.

**Keywords:** Integration of Physical Education; School Physical Education; Educational Pathology; Basic Education; Study

## 1. Introduction

School physical education, as an important part of education and an important measure to realize the Chinese dream and the dream of sports power, has been concerned by schools, parents, government officials and experts and scholars. However, the pathology of school physical education, which affects the healthy development of school physical education, has received little attention. This is because the academic research interest is mainly focused on the application of pathology in the teaching of physical education in schools. Scholars [1] found that: the development of school physical education is unbalanced and inadequate; Some scholars [2] pointed out that there is a tension between school policy and school sports. This first triggered the author's thinking: "There is always tension in school physical education pathology, is there a good solution?" Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents pointed out: "To deepen the integration of physical education and promote the healthy development of young people, it is necessary to establish the education concept of health first, promote the coordinated development of cultural learning and physical exercise of young people, strengthen school sports work, improve the system of youth sports events, and help students enjoy fun in physical exercise, enhance their physique, improve their personality, and temper their will." [3] Subsequently, in the Opinions on Comprehensively Strengthening and Improving School Physical Education Work in the New

Era, it was proposed that "school physical education work should be placed in a more prominent position and an education system with comprehensive cultivation of morality, intelligence, physical fitness, the United States and labor should be built." [4] Therefore, the integration of physical education not only puts forward new requirements for school physical education teaching, but also provides a reference for the diagnosis and correction of school physical pathology.

## **2.The Symptoms of School Physical Education**

### **2.1 Students' Health Symptoms under the Background of "Health First"**

Modern adolescents are faced with common health problems, including obesity, myopia, lack of exercise and so on. These problems may be related to students' lack of adequate physical exercise and sports. "Health first", as the guiding ideology or core idea of school physical education in our country, has been widely and deeply penetrated into all aspects and fields of school physical education. [5] "Health first" has also become an important means of national macro-policy regulation of school sports. In particular, the policy of the reform and development of school physical education in China for more than 40 years of reform and opening up has always adhered to and followed the guiding ideology of "health first". However, the gap between ideal and reality always exists. First, the problem of obesity among teenagers and children. "According to China's overweight and obesity standards, 19 percent of children and adolescents aged 6 to 17 are overweight and obese." [6] Although the state has issued top-level national administrative programs such as the Healthy China Action (2019-2030), the National Nutrition Plan (2017-2030), and the Implementation Plan for the Prevention and Control of Obesity in Children and Adolescents, and has made "controlling the obesity rate among students as one of the main goals, Develop weight management and intervention strategies of "exercise + nutrition" [7] However, China "has become the first in the world in the number of obese children" [8]. Second, students myopia problem. "The myopia rate of primary school students in 2023 is 22.7 percent. The rate of myopia among teenagers is the highest

in the world." The state has promulgated the National Key Work Plan for the Comprehensive Prevention and Control of Myopia in Children and Adolescents in 2023, the Measures for the Administration of Physical Examination for primary and Secondary School Students (2021 version), and the Work Plan for Health Education for the Prevention of Myopia in Children and Adolescents, but the results have been limited. The myopia rate of more than 50% of teenagers and children has to cause the attention and worry of the country, society, schools and parents. Third, lack of exercise. New WHO research, published in the Lancet Child and Adolescent Health, shows that most adolescents around the world are not physically active enough. The study found that the cumulative time of exercise (<1 hour) per day is more than 80% of the global school children [9], and this problem is especially obvious in China. According to the National Physical Fitness and Health survey of nearly 170, 000 school students aged 9 to 19 in 30 provinces, only 22.7 percent of students can meet the recommended amount of 60 minutes of physical exercise per day. The specific data of the age group that could achieve 60 minutes of physical activity per day were as follows: 9-13 years old reached 32.7%, 13-16 years old reached 20.7%, 16-19 years old reached 12.5%. The time of youth and children exercising shows a decreasing trend with the increase of age, and the situation of youth daily physical activity is worrying. [10]

### **2.2 Symptoms of Discipline Differentiation under the Background of Discipline Integration**

Discipline differentiation means that in the education system, different disciplines gradually form independent fields and systems, and each discipline has its own unique theory, method and knowledge system. This differentiation facilitates in-depth research and understanding of specific fields, but can also lead to isolation and difficulty integrating between disciplines. In the actual investigation process, it is found that the differentiation between sports and other disciplines mainly involves curriculum design, teaching methods, evaluation and feedback, interdisciplinary integration and so on. First, in the course design. How to balance theory and practice in physical education curriculum to promote students' all-

round development is an important issue. The design of theoretical courses is obviously less than that of practical courses. Among them, the proportion of theoretical and practical course design in the teaching schedule of physical education teaching in basic teaching is 20% and 80%. Second, teaching methods. In the physical education discipline of basic education, 90% of teachers (questionnaire survey data) know and realize the importance and role of multiple physical education teaching methods. However, 70% (questionnaire survey data) of physical education courses still use the traditional explanation method and demonstration method in the teaching process, and the teaching method dominated by AI and information technology is rarely used (only in open classes). As a result, students' interest in physical education theory and practice has had an impact. Third, interdisciplinary integration. Interdisciplinary refers to breaking through the knowledge scope of a single discipline, combining, learning from and integrating viewpoints, theories and research methods of other disciplines to enable students to have a comprehensive and in-depth understanding of realistic problems and expand solutions to problems. For example, the integration of physics and sports, integrating physics knowledge, to help students understand the principles and methods of technical movements; Mathematics and sports statistics are integrated, and statistical tools are used to evaluate sports performance, analyze competition data, and even optimize sports training, etc. However, in the actual teaching process, teachers have a low degree of integration of various disciplines.

### **2.3 Symptoms of the Urban-Rural Gap in School Sports Resources under the Background of Urban-Rural Integration**

In the context of urban-rural integration, school sports resources refer to the mutual service and complement of sports resources in urban and rural schools under the top-level national policy background, thus narrowing the gap between urban and rural schools and better realizing educational equity [11]. The author's research team conducted a survey on the sports resources of 20 primary and secondary schools in Fujian Province (standard track and field, number of standard track and field, number of sports equipment per student, and ratio of PE teachers to teachers), and found that there were

3 schools with standard track and field in townships and 17 schools with standard track and field in urban areas, and the number of sports equipment per student in townships and urban areas was 1:199 and 1:1.36; The ratio of PE teachers to students in towns and cities; 434 and 1:57. It can be seen that the "dual structure of physical education" between urban and rural areas is still relatively obvious, the polarization of physical education teaching resources in urban areas and towns in the development of physical education is severe, and problems such as the backward construction of sports venues in rural schools, poor basic conditions and facilities, and weak physical education teacher resources still exist.

At present, although the conditions of physical education in rural schools have been improved, the teaching resources and funds of physical education are still insufficient. The structural shortage of rural PE teachers is serious, and the work of "migrating birds" between urban and rural PE teachers has become normal; There is still a great need to adjust the layout of school sports resources, but due to the impact of regional economy, most of them maintain the status quo, etc., while the construction of sports venues in primary and secondary schools in urban areas is advanced, the hardware facilities of school sports resources are perfect, the software facilities are gradually improved, and even many high-level sports projects are carried out. These "symptoms" have always troubled the development of physical education in basic teaching schools.

### **2.4 Symptoms of Students' Declining Interest in Sports under the Background of Information Technology**

In 2018, the "Education Information 2.0 Action" was released to further specify the direction of work and strive to promote information construction. [12] Sports informatization refers to the application of modern information technology in the planning and organization of all aspects of the sports field (national fitness, sports training, sports management, sports science and technology, sports industry, etc.) under the top-level design of the state, and the in-depth development and utilization of information resources to accelerate the process of sports modernization [13]. The main purpose of promoting physical education informatization in school physical

education is to arouse students' interest in sports, improve the quality of physical education and enhance students' physical quality. However, in the actual investigation process, it is found that: First, the popularity of electronic equipment has reduced the demand and interest of students in sports activities. With the popularity of electronic devices, students are more likely to be attracted by various video games, social media and online videos. Students spend more time on computers, cell phones and other electronic devices, which reduces their need and interest in physical activity. They are more likely to spend time in front of a screen than engage in physical activity. Second, the prevalence of social media has led students to pay more attention to building social relationships rather than sports activities. It may be easier to gain acceptance in virtual social networks than to participate in sports activities, thus reducing interest in sports. Thirdly, some students' interest in sports has declined because some schools of basic education may lack adequate sports facilities, coaches and resources, making it difficult for students to participate in interesting and diverse sports activities, thus reducing their interest in sports. In conclusion, due to social changes and the popularity of new media, some students lose interest in traditional sports activities and choose to indulge in electronic devices instead of physical exercise.

### **3. Diagnosis of School Physical Education Dilemma from the Perspective of School Physical Education Pathology**

#### **3.1 Waste of Education Leads to Health Problems Among Adolescents**

New Digong also pointed out in the book "Pathology of Education": in the process of education, when the function of educational goal realization is played well, it is called efficiency; When the purpose and goal of education function is not performed well, it is called waste. Educational waste is one of the categories of educational pathology. As an important part of education, school physical education aims at cultivating people's all-round development. The comprehensive development of man, that is, includes health first (the generative meaning of man) and also includes the fundamental question of what kind of man to train, how to train him, and for whom to train

him (the constructive meaning of man). Under the background of the unpredicted outcome of school physical education, in the field of school physical education, there is always a constant transformation of generative meaning (health first) and constructive meaning (what kind of person to train, how to train people, and for whom to train people). In the constant shift between what is and what is, schools, teachers, and even students cannot determine the path to achieve their goals. The inability to find or determine what kind of criteria is reasonable, and even form "for educational purposes, can not determine what kind of lesson is a good problem." It affects the function of realizing the goal of school physical education (educational waste). The scale of evaluation of physical education teaching in schools will be relaxed, teachers' requirements for students will be reduced, and students' self-requirements will be reduced. Therefore, adolescents are faced with high obesity rate, myopia rate is still severe, and insufficient exercise among adolescents.

#### **3.2 Educational Bias Leads to Obstruction of Disciplinary Integration**

The Latin root of "prejudice" means "to judge before." Educational bias refers to the different ways teachers treat teaching affairs according to their subjective experience or the satisfaction of specific value needs. However, in the actual school physical education teaching process, the proportion of discipline theory and practice is still unbalanced, the teaching method is outdated and old-fashioned, can not arouse the interest of students, and the interdisciplinary integration can not be in-depth. This easily leads to the occurrence of teaching diseases such as knowledge island, narrow vision, lack of comprehensive solutions, difficulty in dealing with complexity and teaching constraints. First, the satisfaction of existing value needs. 73.3% of teachers (questionnaire data) think that "the cost of discipline integration is high, and the effect may not be obvious" before they practice discipline integration in the teaching process. 93.8% of the real reasons (questionnaire data) believe that: It is difficult to realize a mature discipline integration mode in the physical education teaching process of elementary education schools, because it requires teachers not only to have and master the basic theoretical knowledge and system of the integration of

disciplines, but also to find and explore the integration points of discipline integration, which requires a lot of trial and error opportunities and a lot of manpower, time, material resources and other aspects of assistance. Moreover, the outcome of integration is uncertain. Second, the influence of subjective experience. 76% of teachers (questionnaire data) believe that "the essence of school sports is to improve students' physical fitness, and now students' physical fitness is not good enough to talk about disciplinary integration." The reason is that teachers only rely on their previous experience and do not understand the nature of subject integration. Interdisciplinary fusion "is the product of the spontaneous evolution of knowledge system", "the process of self-integration of knowledge system", "the endogenous requirement of knowledge production" [14], "the catalyst of major innovation", "the inevitable trend of knowledge development, and knowledge system is experiencing differentiation and blending at every moment". [15] The same is true of the development of physical education in schools. Therefore, the teaching bias of PE teachers is one of the reasons that hinder the integration of subjects in basic education.

### **3.3 Pathological Education Hinders the Balance of Physical Education Resources in Elementary Education**

In the context of urban-rural integration, school sports faces many urgent educational problems, such as imperfect school sports management system, uneven allocation of education and teaching resources, uneven distribution of teachers in urban and rural areas, and differences in teaching venues and equipment, which will affect the balanced development of urban and rural education and teaching in basic education [16]. School physical education is an active public service product of the government, which is managed and supervised by the government. Therefore, the main factor affecting the equity of school physical education is the government. [17] Chinese scholar Hu Wei believes that the uncertainty of county-level fiscal revenue growth does not adapt to the rigid characteristics of school physical education expenditure, thus affecting the relatively stable school physical education system, and eventually leading to the shortage of physical education funds in rural schools.

From the perspective of educational pathology, this is a kind of pathological education. The pathological school physical education system of "emphasizing city and neglecting countryside" objectively intensifies the urban-rural differentiation and imbalance and leads to the pathological dual physical education pattern of urban and rural basic education schools, which leads to the existence of educational differences in school physical education and makes the internal relationship of the whole basic education school physical education "sick". There are some pathologic problems such as the backward construction of sports venues, poor basic conditions and facilities, and weak physical education teacher resources in rural schools. Although the physical education teaching conditions of rural schools have been improved, the physical education teaching resources and funds are still insufficient. The structural shortage of rural PE teachers is serious, and the work of "migrating birds" between urban and rural PE teachers has become normal.

### **3.4 Education Lag Leads to Low Interest in Physical Education Classroom Learning in Basic Education**

Under the background of sports informatization, all aspects of sports field (national fitness, sports training, sports management, sports science and technology, sports industry, etc.) have achieved rapid development. On the contrary, physical education in basic education schools has been Mired in the dilemma of "students like sports and do not like physical education." From the point of view of school physical education pathology, it is analyzed that the cause of the above embarrassment is the educational disease produced by school physical education. From the theoretical perspective of educational diagnostics, the educational disease mainly lies in the lagging of education. The lag of PE teaching education refers to the phenomenon that the methods and means of PE teaching, curriculum setting and other factors do not match and disharmony with the social reality needs. First, physical education teaching methods lag behind. The lag of PE teaching method leads to the poor effect of PE classroom teaching. For example, in the physical education of basic education, the most common teaching still adopts the traditional explanation and demonstration, and the

combination of modern scientific and technological means or personalized teaching methods is less. Second, the curriculum is unreasonable. Physical education curriculum is not reasonable, which can lead to some students in the field of physical education can not get sufficient development opportunities, or can not meet the needs of different students, resulting in poor physical education classroom teaching effect. For example, the curriculum is still the traditional physical fitness, three big ball events as the main course content, and the number of new sports is insufficient. For these traditional projects, teachers prefer to use traditional teaching methods rather than modern information technology teaching. Third, physical education resources of basic education lag. Some basic education schools, especially rural schools, lack basic modern information technology facilities and resources, which is also a pathogenic factor leading to the decline of students' interest in sports. Fourthly, with the popularization of electronic devices, primary and secondary school students are more easily attracted by various electronic games, social media and online videos. Students spend more time on computers, cell phones and other electronic devices, which reduces their need and interest in physical activity. They are more likely to spend time in front of a screen than engage in physical activity. In addition, the prevalence of social media has led students to pay more attention to social relationship building rather than sports activities. It may be easier to gain acceptance in virtual social networks than to participate in physical sports activities, thus reducing interest in sports.

#### **4. The Correction Prescription of School Physical Education Pathology - Integration of Physical Education**

##### **4.1 The Integration of Physical Education Can "Alleviate" Students' Physical Health Problems**

"Promoting youth health" is the ultimate goal and target direction to be achieved by deepening the integration of physical education. In the process of continuous integration of sports and education, the primary goal of healthy development of young people is finally realized. The Opinions put forward "promoting the coordinated development of cultural learning and physical exercise of young people,

promoting the healthy growth of young people, tempering their will and improving their personality." Is its ultimate goal. One of the pathological symptoms of school physical education is the all-round development of people. Under the background of unpredicted outcome of school physical education, in the field of school physical education, there has always been a constant transformation of generative meaning (health first) and constructive meaning (what kind of people to train, how to train people, and for whom to train people). In the constant shift between what is and what is, schools, teachers and even students are unable to determine the path to achieve goals, resulting in poor physical health of students. Therefore, from the perspective of national top-level design through the principle of "integrated design, integrated promotion", the "Opinions" make it clear that school physical education, as an important part of education, is the fundamental purpose of cultivating people's all-round development. The comprehensive development of man, that is, includes health first (the generative meaning of man) and also includes the fundamental question of what kind of man to train, how to train him, and for whom to train him (the constructive meaning of man). In addition, the problem of students' physical health. In terms of schools: First, through the development of a variety of extracurricular sports training, so that students with different sports needs have a choice of space, and to achieve their willingness to improve their sports level; In addition, through the development of a variety of extracurricular sports training, to attract more students to participate in sports. Secondly, enhance the participation of inter-school sports competitions. Strengthen the emphasis on and participation in inter-school competitions, form a strong campus sports culture, and enhance students' sports interests and skills through campus sports culture, so as to solve the problem of students' physical health. Finally, the school sports competition activities are widely carried out. It can organize multi-group, multi-professional and diverse intramural sports competitions to enhance the participation of the whole school in learning sports competitions. For example, Zunyi City has achieved the reaction effect of "1+1>2" by deepening the reform of the integration of sports and education, which has comprehensively

improved the physical and mental health level of primary and secondary school students in the city. Data show that in 2023, the qualified rate of physical health of primary and secondary school students in the city is 95.39%, and the excellent rate is 34.37%, ranking first in the province. In the first National Student (youth) Games, Zunyi achieved 3 gold MEDALS, 2 silver MEDALS and 2 bronze MEDALS [18].

#### **4.2 The Integration of Sports and Education is a "Good Way" to Achieve Multidisciplinary Integration**

The "Opinions" pointed out that it is necessary to strengthen teacher training and explore the model of first-in-service training. Therefore, in the training process, it is necessary to clarify the "sports" and "teaching" in the "integration of sports and education", not only refers to the sports system and the education system, or the sports department and the education department, but also includes the sports discipline and the education discipline. [19] It is the basis for removing the bias in teacher education. Therefore, teachers should pay attention to the following four aspects in teacher training: First, make it clear that the integration of sports and teaching can carry out interdisciplinary project learning, which can integrate sports with other disciplines, design interdisciplinary project learning, so that students can explore the knowledge and skills of different disciplines in practice, such as scientific experiments and mathematical calculations in sports activities. Second, it is clear that discipline integration can be realized in the integration of physical education curriculum content. In physical education teaching, the content of other disciplines can be integrated, such as history, geography, biology, etc., so that students can know more relevant knowledge in sports activities. Thirdly, it is clear that the combination of practical learning and theoretical knowledge can be integrated. In physical education teaching, not only pay attention to the cultivation of students' practical ability, but also pay attention to the imparting of theoretical knowledge, and promote the integration of disciplines through the combination of theory and practice. Fourthly, it is clear that the integration of sports and education is conducive to the exploration of social problems. In combination with sports activities, we will explore issues related to

society, such as sports and health, sports and society and culture, etc., so that students can think about social issues in sports and cultivate comprehensive abilities across disciplines. Finally, the integration of physical education can learn from interdisciplinary evaluation and reflection. Design interdisciplinary evaluation methods to comprehensively assess students' skill performance, knowledge level and comprehensive quality in sports activities, and encourage students to reflect and expand their thinking across disciplines. For example, Xiamen Linyue famous Teacher Studio through the development of "spring preface, body, politics and harmony - interdisciplinary theme teaching practice under the background of ideological and political." "Physical beauty and co-creation of beauty", "Understanding" the beauty of strength and health - "Sports + Physics" interdisciplinary theme discussion activities ", "art" from the "dance" movement, sound and body integration - under the background of Chinese traditional culture, "sports + music" discipline integration teaching and research activities. A series of teaching, research and demonstration activities guide teachers to remove teacher education bias and improve the awareness of subject integration.

#### **4.3 Integration of Sports and Education can Adjust the "Dose" of Physical Education Teaching Resources in Schools**

Under the background of urban-rural integration, the lack of high-level PE teachers is an important manifestation of the pathology of school PE resources. The "Opinions" pointed out that the implementation of the "School sports aesthetic Education part-time teachers Management Measures" measures require: Actively formulate and promote the policies and systems related to outstanding retired athletes or active athletes entering the campus as physical education teachers and coaches, improve the system of inviting sports teachers and professional coaches from sports schools or colleges to teach or take temporary posts in primary and secondary schools, and smooth and expand the channels for retired and active athletes and coaches to enter schools to publicize excellent sports culture and serve as physical education teachers. So that the disease can wait for good treatment. In addition, under the background of urban and rural integration, another disease of school sports resources is the

imbalance of urban and rural sports facilities. The Opinions pointed out: "Improve the system of youth sports events. Require the education system and the sports system to jointly organize and develop work plans; Jointly integrate school competitions, U-series competitions and other various levels of youth sports events and so on." The deep significance and function of these measures lies in the diagnosis and treatment of the disease of insufficient field resources of school sports. Sports competition requires a certain amount of material costs such as stadiums, sports venues, sports equipment, etc. After the sports competition, the material costs are integrated into the daily sports teaching of schools and become the physical education costs of youth schools. As the saying goes: "The retribution of heaven and man, still fell faint; Upper and lower integration, real urge." The essence of teaching resources under the background of sports and education integration lies in the sharing and sharing of sports resources between sports system and education system. The competitive sports venues, training venues, sports equipment, professional coaches, etc. are placed in the school. Of course, the school for physical education theoretical knowledge teaching, theoretical guidance, mental health and other services to improve. Therefore, if the sports competitions are held in schools or areas with insufficient sports resources ("dose allocation"), the symptoms of uneven physical education teaching resources in schools can be diagnosed and improved.

#### **4.4 The Integration of Physical Education can "Oxytocin" Students' Sports Interest in Physical Education Classroom Teaching**

"Students do not like physical education but like sports" has become a problem that school sports should think about. The issuance of the Opinion provides a prescription to solve this problem. "Opinions" pointed out: "Open full physical education, help students in the school sports physical exercise to enjoy fun, enhance physical fitness, improve personality, temper the will, to achieve civilization of their spirit, barbarism of their body and carry out a variety of after-school training, competition activities, expand the coverage and participation of intramural and inter-school sports." That is to say, through the integration of physical education can "oxytocin" students' sports

interest in physical education classroom teaching. The specific operation is: the school sports curriculum should carry out a variety of sports activities through the design of a variety of interesting sports activities, including group games, competitions, challenges, etc., to attract students to participate in and stimulate their interest. Second, pay attention to students' needs and interests. By listening to the opinions and suggestions of students, understand their sports preferences and interests, and adjust the content of sports courses and sports activities according to the needs and interests of students. Thirdly, focus on cultivating the spirit of cooperation and team consciousness. In the teaching process, through the team cooperation of small games, small competitions, small exercises, emphasize the spirit of teamwork and mutual aid, stimulate students' sense of honor and desire to win and win, and enhance their enthusiasm to participate in sports class. Fourth, focus on student experience and sense of achievement. Teaching design challenging and fulfilling physical activities that allow students to experience success and achievement in the physical education classroom and inspire a positive attitude towards sports. Fifth, empower students. In classroom physical education, it is necessary to create situations to give students a certain autonomy and choice, so that students can better express their personality and creativity, and enhance their enthusiasm and interest in participation. Sixth, the use of scientific and technological means to enrich the teaching content. Combined with modern scientific and technological means, such as video, interactive application, etc., enrich the teaching content and form of physical education classroom, and enhance the participation and interest of students.

#### **5. Summary and Prospect**

School physical education is an important position to achieve national health. The development of school sports has a bearing on the future of healthy China. The educational pathology of school physical education has always existed and spread. The issuance of the Opinion document provides a feasible scheme for the diagnosis and treatment of physical education diseases in schools. It is worth noting that school sports is like a forest, and a forest system without dead trees is not a healthy forest system, and if there are too many dead trees, it



is also a sign of a sick forest system. Therefore, educational pathology in school physical education cannot be completely eradicated, nor can it be completely eradicated. The integration of physical education provides a method of diagnosis and treatment to solve the educational diseases of school physical education, but only through one way can not achieve the ideal effect, but also needs the attention and support of all aspects to promote the healthy development of school physical education.

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